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ABSTRACT

A series of four questionnaires were mailed to schools in the state of Washington over a 12 year period to: (1) determine trends in media availability; (2) attempt to establish data for projections of media availability in the near future; and (3) consider geographic regions according to different availability. The surveys included 76 items concerning hardware and software in addition to demographic information, and were sent to student teachers from Washington State University in 1971, 1976, 1981, and 1983. The scope of the surveys included all hardware from photographic copiers to television to fade/dissolve slide units to copy cameras. For the 1983 survey, computers were added in the survey items. Software items increasing in availability over the survey period included transparency materials and thermal spirit masters. Software decreasing in availability included diazo materials, dry mount materials, and filmstrips. Reasonably strong increases were seen in hardware, including xerographic copiers, cassette recorder/players, and overhead projectors. Decreasing availability was seen for such hardware items as portable projection screens, reel type recorders, and primary and regular typewriters. Projections are made for future directions of software and hardware educational media. The media questionnaire is appended. (CB)

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TWELVE YEAR SURVEY ON MEDIA AVAILABILITY IN PUBLIC SCHOOLS IN WASHINGTON STATE

by Dr. Richard F. Gebhardt
Professor of Instructional Technology

In 1971, a survey was initiated to determine the real availability of all forms of media to teachers of public schools in the state of Washington. In the following twelve years, three more similar surveys were taken in order to define the following objectives;

1) to determine the trends in media availability
2) to attempt to establish data for projections of media availability in the near future
3) to consider geographic regions according to different availability.

The surveys included 76 items concerning hardware and software plus some demographic information. Four identical surveys, with the exception of the addition of computer components in the fourth survey, were sent to all student teachers from Washington State University in 1971, 1976, 1981, and in 1983. The purposes for surveying student teachers were as follows;

1) to get a reasonable cross section of public schools, large and small and in metropolitan areas and small towns as well
2) to achieve a near 100% return of questionnaires sent through the coordination of WSU student teacher Supervisors
3) to get the most accurate information possible of media actually available for use, as compared to all media which might include obsolete or out-of-service items
4) to provide a check list to student teachers to assist them in locating all available media.

The scope of the surveys included all hardware from xerographic copiers to television to fade/dissolve slide units to copy cameras, including locations of projection screens. In 1983, computers and common components were added. Various software were included from lamination film to 16mm film to educational kits.

The results indicate such things as;

1) the general level of availability of each item on a scale of 5
2) the increases and decreases of each
3) correlations of certain media availability.

In conlusion, certain trends are evident. Many media fluxuated with no general change suggested, some appear to be in major change. In other cases, combinations of hardware or hard and software are in a state of change.

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TWELVE YEAR SURVEY OF MEDIA AVAILABILITY IN PUBLIC SCHOOLS IN WASHINGTON STATE

by Dr. Richard F. Gebhardt

Few areas are involved in such dramatic change as the field of instructional technology. New hardware and software, techniques and methodologies, and demands by the public are influencing purchasing and repairing of equipment by school districts. As our society turns in different directions, a natural redirection is seen in the schools to cope with the needs as laid out by the public. All of these influences determine just what materials and equipment should be made available within the school systems. It is this availability of instructional technology that stimulated the mailing of four surveys to schools in Washington over a period of twelve years to try to determine the direction education is heading.

THE NEEDS

The initial need for information concerning the availability of media in the public schools of the state of Washington, was clearly evident as student teachers in the College of Education at Washington State University, enrolled in the A-V course in preparation for their teaching practicum and careers in the profession. Questions were continuously being raised regarding the accessability of various types of equipment and materials as students developed ideas for projects required for the course. Several other courses were requiring some form of production work from their students as well.

Student teachers were informed of their practicum assignment early so that they could begin to prepare for that experience. They knew what grade level they would be teaching in, the texts that were being used, and the relative area of the curriculum that they'd be teaching, but there was no other specific information available to assist them in the production work they wished to do. For example, there was no certainty that a slide projector would be available as needed, or an overhead projector handy in the classroom at all times. The student teacher supervisors in the field had a reasonable notion about what was generally available, but didn't know specifically what each school building or school district could provide. Therefore, it was decided that a survey should be taken in order to provide more information. This information could then be provided to the students at the time they needed it and to the supervisors.

THE SURVEY

A listing of 76 items were assembled mostly of the commonly used types of media, both hardware and software, plus a few extra items associated with the use of media. Typewriters were included as they may be part of the production of media, such as for handouts. Copy machines and duplicating machines were also included for their roles in preparing classroom materials. Production equipment, such as the dry mount press and diazo equipment, were also added to the list. Several questions regarding components of computers were also included in the last questionnaire (1983).

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Five other questions were asked in order to establish some specialized information. These dealt with the use of a media center, use of individualized instruction by the person completing the questionnaire and in general about the school's use of individualized instruction. It seemed of interest to find out where projection screens were placed within the classrooms as well. The fifth set of questions dealt with demographic information, including one question that asked where A-V knowledge had been gained.

The survey was designed to serve more than one purpose. Beyond the aforementioned purpose of collecting data for distribution to those having the need and projecting of trends for the future, the survey was placed in the hands of student teachers who were in their first weeks of practicum. Since some of the students had not taken the A-V course yet, it was thought that a listing of materials and equipment might assist them in locating everything easier. This served as a check list for them to inquire with in this new environment. It was decided also, that these student teachers would be more likely to furnish a higher percentage of returns, since they were responsible to the university through their supervisors. Accountability was a controlled factor through their administration of student teachers. This task was handled like an assignment, handing out the questionnair and collecting it within a set period of time.

A very important reason for working through the student teachers was for accuracy. Consideration was given to polling A-V coordinators, or librarians, or school administrators, however, we wanted to find out precisely what was in working order and available, as compared to considering everything that was on the inventory yet possibly not entirely operational. In this regard, we used our students to meet this objective.

It was further considered that the placement of student teachers from Washington State University would be in schools of all sizes and of different levels and in different size towns and cities. This way, rural communities and metropolitan areas were surveyed. The students would also be majoring in a variety of fields which would provide us with a reasonable cross section of public schools in Washington. A total of 264 student teachers participated in the four different surveys.

The first survey was administered in 1971, then again in 1976 and in 1981. The questionnaires for these were identical. With the influx of computers into the school systems, it was determined that another survey should be sent out earlier rather than to wait another five years. So, in 1983 an identical questionnaire went out with the addition of five questions dealing with computer components and software, considering different brands and combinations of hard ware.

THE RESULTS IN GENERAL

A number of items showed some increase in availability over the twelve year period, be it a slight or major increase. Of the software, those that were generally on the upward movement included transparency materials, laminating materials, and thermal spirit masters (although only slightly). There was also an increase in availability of learning

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activities packages, educational kits, and programmed instruction. Additionally, personal and school use of individualized instruction ended up slightly above the 1971 mark even though they had been somewhat unstable over the years.

Hardware availability that indicated a reasonably strong increase included the xerographic copiers, the cassette recorder/players, overhead projectors, TV receivers and TV recording equipment. Those that had only slight increases over the 12 years are the opaque projectors, filmstrip projectors, and the following three items that increased after a rather unstable record; dry mount presses, 16mm projectors, and the slide sync systems.

There were three more items that decreased as compared to those that increased over the polling period. Among the software that decreased in availability were diazo materials, dry mount materials, 8 and 16mm films, filmstrips, and pre-made slides and transparencies (both slightly). The hardware that became less available included the portable projection screens, primary and regular typewriters, diazo equipment, spirit and mimeo duplicators, reeltype tape recorders and 8mm projectors. Additionally, the following moved down only slightly with some unstableness; the 35mm projector, 35m cameras, motion picture cameras, the instamatic and regular copy stands, and the record player. Use of the media center seemed to reflect a significant drop had occured as well.

The directions these items seem to be moving may suggest a trend. There are certainly some strong indicators of trend setting where continued movement in one direction has occured over the 12 years of the survey. It should be mentioned here that the rising and falling of items as listed above, does not show where they stand in general availability, however. Even though an item appears to have become less available, it may still be one of the most available items on the list. This will be brought out in the following analysis of the information gathered for this investigation.

THE SPECIFIC RESULTS

For the sake of simplifying this report, the items will be placed into similar family groupings. The family groupings will include Production Materials - Software and Hardware, Presentation Materials - Software and Hardware, and Miscellaneous. Those items that may be used for both production and presentation will be placed in the latter category since they more often are used for presentation than for production in many areas.

The surveyed items will appear on charts that show how they were rated on a 5-point scale by the student teachers as inquiries were made in the schools they were assigned for their practicum. The ratings were shown as A - E with A representing NONE, C = SOME, and E = GREAT availability. These were converted to a scale of 1 - 5 for this report, with 2 and 4 becoming the parameters for the "middle range availability" and the sectors from 1 - 2 and 4 - 5 becoming the "low availability" and "high availability" areas respectively.

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Production Materials - Software

Software used in the production of materials that are generally for presentation at a later time, includes transparency materials, thermal spirit masters and transparencies, diazo film, lamination film, and dry mount materials. These are charted in Figure 1.

Transparency Materials may include such things as write-on film, transparency pens, self adhesive color sheets, colored inks for films, transparency frames, etc. This category has relatively high availability with a rating averaging 3.8. Some instability occured over the 12 years as there was a drop between 1976 and 1981 even though a general increase overall.

Diazo transparency film is the type that produces good large color areas and is sensitive to ultra violet rays and developed in amonia or it's fumes. Many pre-made transparencies are made with diazo film. This material is of low availability in Washington schools with a mean score of 1.73. This film usually requires more time in production, which may be the cause for it's low rating. Additionally, good colors are becoming more available in other processes, such as by the thermo-fax method, possibly contributing to diazo's falling status.

Thermal transparency film is infra-red sensitive and is generally run through a thermo-fax machine, which means it's a heat-copy process. Many schools have this type of process available, which may have contributed to it's relatively high 3.32 mean. It appears that the gentle influx of color copiers have not yet made a significant influence on the use of this material-.

Thermal spirit masters offer the easy and inexpensive way to make multiple copies for handouts, duplicating them on the spirit duplicator. With a mean of 3.93, this remains very high in availability, even considering the strong infusion of the xerographic copiers into school systems. Spirit master copies are teacher friendly (easy to make) and cost about 25% the cost of xerographic copies.

Lamination film is generally of two varieties, heat sensitive and pressure sensitive (contact self-stick). It is good for preserving all sorts of things including leaves, blossoms, etc. It has a high average of 3.26 and appears to be on the increase in availability.

Dry mount materials include dry mount tissue in several varieties for adhering pictures to backing boards. It was innitially designed for mounting photos. It may be surprising that this category scored lower than lamination film as they are often used together. The mean is 2.82 and in an apparent decline.

Production Materials - Hardware

This category, illustrated in Figure 2, contains numerous types of equipment listed for their primary purpose of producing materials for presentations. Included in this category are typewriters, duplicating machines, camera variations, transparency making machines and picture mounting equipment. Additional production hardware that may be used for presentations as well as in production, such as tape recorders and video recorders, are listed under presentation materials because they more

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often are used for that purpose.

The primary typewriter is generally used for making classroom aids, therefore it's inclusion as a production item. It's type is about 1/4 inch tall and is good for making transparency originals. It has a relatively high availability rating of 3.18, although somewhat on the decline.

Regular typewriters are of high availability, rating a 4.22 average. Something to consider and watch is the effect that computers will have on typewriters as time goes on. There appears to be a decreasing trend here already.

Thermal machines (thermo-fax) apparently are still significantly important to the educational system in Washington, as this study shows a 4.12 mean.

Diazo equipment, on the other hand, is low with a 1.69 average and appears to be on the decline.

The dry mount press is the heat machine used originally and predominantly by photographers. It is in the low middle range at 2.57 and appears to be uncertain in it's future.

The spirit duplicator allows a teacher to easily and quickly crank out some last minute handouts for class. Quality is not always the best but has the potential of producing multiple colors at very low cost (about one cent each copy). It is still the highest of all items in availability with a 4.36 mean, although on the decline.

Mimeograph duplicators are in the high middle area at 3.57, however seem to be in fast decline in availability. This drop represents the most dramatic of all of the items surveyed. For many years, this machine was normally operated by the school's office staff only, now the xerographic copiers are becoming the machine for duplicating.

The xerographic copier stands out as the item with the greatest increase of all, excluding computers, according to this survey. This market has become very copmetitive over the past ten years or so and has become a key piece of equipment in schools, placing at 3.83 and climbing.

The 35mm camera is classified as low in availability with a 1.73 mean and holding it's own. Not all schools have this type of production equipment, however.

The camera copy stand is similarly ranked low, but appears to be on a decline. It has a mean of 1.7. This is the stand that a camera is attached to for the purpose of copying pictures and producing slides.

The instamatic copy stands were specially designed for schools by Kodak but have not become a significant tool in this area. There are two stands that come with this set that make it easy to shoot pictures up to about 8 1/2 x 11 with one stand, the other is for shooting pictures half that size or smaller. This camera stand set is ideal for

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student productions. It averages at 1.55 at present with indications of fading.

The motion picture camera has a mean of 1.57 over the past decade and may be decreasing in availability. This piece of 8mm production equipment and the 35mm cameras were promoted by Kodak back in the 60's in a "visual literacy" program, where free cameras and film were provided to schools for the purpose of giving young students the chance to shoot stills and motion so they could learn to see what they were looking at. The contention was that most of us do not see everything that we look at, that we take a lot for granted. The visual literacy idea has continued to this time and a national contest is ongoing for youth in the production of motion pictures. Kodak can provide more information.

Presentation Materials - Software

This category includes pre-made 8mm and 16mm films, slides, filmstrips, transparencies and three items of individualization - educational kits, programmed instruction, and learning activities packages. The last three are not clearly separated in some minds, but may have enough difference in definition to determine how much of each is available. Presentation software is shown in Figure 3. Definitions are offered in the descriptive portions that follow.

Pre-made 8mm films fall very near midway on the scale of availability according to the data gathered from Washington schools. The mean is 2.75 and, although there seemed to be a decline up until 1981, the increase between 1981 and 1983 calls for further watching. Many of these films may be single concept film loops, an idea that began it's popularity in the late 1960's.

16mm films rating does not surprise many because of the large film libraries in some school districts, the cooperative arrangements that exist between neighboring districts, and the high costs of film purchasing. Many 16mm films have been produced in super 8mm format as well, which may have some effect on the availability of 16mm films. It has a mean of 3.49 and declining.

Pre-made slides are not being purchased by schools as much as other software. It's standing is 2.69 with some instability in trend setting. It is suspected that in-house production of slides may be what constitutes part of the collections that are available, produced and filed for others to utilize.

Filmstrips are popular among elementary levels more so than with secondary curriculum. It's 3.94 mean suggests that teachers prefer to use the unchangeable sequential format of filmstrips over the priviledge of modifying slide sets. Although there seems to be a downward trend occuring, filmstrips still maintain a rather high position.

Pre-made transparencies are about the most stable item of all considered, with a nearly constant availability factor of 3.01.

Educational kits are on a dramatic increase in Washington

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schools. This category's mean is 3.35. A definition of this format is that it may include a variety of elements, form reading material to tapes, slides, film loops or video tapes or lazer disks. These are usually on one subject, although some are very broad. Students are often allowed to select from the elements for their assigned work. Many subjects are available on the market. They are becoming very appealing to look at partly due to the strong competition between publishers.

Programmed instruction is the basic format of individualized instruction, usually in book form or limited to print materials. It is self contained so that students can travel through it at their own rate to a successful understanding of the subject matter. Reinforcement is a major element of this design so that students may know just how they stand as they do the worksheets. This format has a mean of 2.97 and on the increase according to all indications.

Learning activities packages stress actiovities as it's predominant criteria. These are often done with appealing variety, as involvement is a key word. One subject is usually the criteria and it is generally limited to a rather narrow field of that subject. It rates a 2.93 on the scale and is on the rise.

Presentation Materials - Hardware

Figure 4 compares a variety of hardware that are used for presentations, both large scale presentations and little units used in classrooms for individualized instruction. Hardware included in this category are tape recorders and players, 8mm and 16mm projectors, slide projectors, sync systems and fade/dissolve units, opaque, overhead and filmstrip projectors, record players, TV receivers and recording equipment, plus the availability of portable projection screens. Computers will be listed separately.

Reel-to-reel tape recorders have been declining since the cassette recorders came in with the U.S. space program as they had to miniaturize everything to conserve space and weight. None the less, schools around Washington state continue to offer reel-to-reel recorders for teacher use. This data indicates that these are available along the mid range with a rating of 3.05, but on a serious decline.

Cassette tape recorders/players maintain a rather high position of availability with a 4.03 on a scale of 5. This data indicates some instability although generally on the increase.

TV recording equipment, which includes microphones, camera, monitor, and recorder, comes in at low middle with an average of 2.66 and climbing. Generally, this equipment is used for in-house production for classroom instruction, recording atheletics and school performances, student recitations and evaluations, and recording from national television. Initial purchase and maintenance are comparitively expensive.

TV receivers are used primarily for classroom presentation of national television programming. It is interesting that this is so high with a position on the scale at 3.48. This is also on the rise, setting an apparent trend.

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The record player continues to be readily available. It is high on the scale at 4.18. It is surprising to some that this remains so high with the advent of the cassette recorder.

The portable projection screen was added to this survey to find out if schools are going towards flexibility in classroom arrangement and planning. Even though open classrooms are being tried in some areas, and individualized instruction is apparently on the increase, portable projection screens are decreasing and are at 2.95 for a mean.

Overhead projectors are second highest of all items listed, only slightly below spirit duplicators. This piece of classroom equipment appears to be generally on the incline, with an average availability of 4.27.

The opaque projector is holding steady at 3.77 with only slight variation and basically no increase or decrease indicated.

The filmstrip projector is maintaining a very high level as it holds in at 4.22 as a mean.

8mm projectors have been dropping somewhat over the past decade in availability as indicated in the data, with an average of 2.95 on the scale.

16mm projectors have a relatively high position at 4.01, continuing in a fairly steady general pattern.

The 35mm slide projector shows a slight drop in availability over the 12 years, averaging about 3.5. This relatively high status is a curiosity as slide production equipment appears to be down, also apparently true of availability of pre-made slides.

In contrast to 35mm projectors, the slide/sync systems are on the increase, according to this survey. These systems stand at 2.5 with a large jump indicated in 1983. These systems allow slides to be changed automatically from a cassette tape or computer.

The sophisticated fade/dissolve units seem to be barely holding their own, dropping slightly with an average of 1.56. Two projectors, or more, are synchronized to fade one to another smoothly so that the same amount of light is maintained on the screen at all times, producing a very classy appearing presentation.

Miscellaneous

This section will include computers, added to the 1983 survey, if only to provide a starting point for future considerations. Under computers, mention will be made regarding software, makes of keyboards, colors of monitor screens, number of disk drives, and types of printers available. Also included in this section is information about the placement of projection screens in classrooms, use of media centers, and use of individualized instruction in the subject area of the student teacher and by the schools in general.

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Since computers have invaded the school systems, it was felt necessary to be able to determine the direction schools are going with the vast array of equipment available on the market. The following items were selected for determination of this information. See Figure 5.

The availability of computer programs (software) in 1983 was 2.81 on the scale of 5. This suggests that these materials are in rapid growth since general use of computers is relatively new in schools.

Computer keyboards are considered the most important element of any system. Apple computers seem to be strongly in front of all the others, available about 38%. Commodore computers ranked second at 6.6%, next came Radio Shack with 3.3%, Atari showed up at 1.6%, and all of the others totaled 8.3% according to the respondents.

There were primarily three basic types of monitors being considered in this survey, including full color screens totaling 25% according to the student teachers, green screen at 16.6%, and black and white with 15% of the responses.

When asked if single disk drives or double disk drives were being used, 38.3% responded that single drives were available, 23.3% indicated there were double drives available.

Dot matrix printers were available to 31.6% of the student teachers involved in the survey, and 5% referred to daisy wheel printers as being available.

Projection screen placement, as a permanent fixture in the classrooms, has been increasingly predominant in the front center of the student teachers' classrooms over the period of this survey with a mean of 83.6% . Those screens located at the side by the windows, ranked second with an average of 6.2%, the side opposite the windows came in at 4.6%, and the two front corners averaged out at 5.9%.

Media center use by the student teachers averaged about 2.98 on the scale of 5, suggesting there was a slight decrease over the decade.

Individualized instruction was used by the student teachers or their master teachers about 3.11 on the scale, while the student teachers indicated that the schools used individualized instruction at a rate of 3.05 on the scale of 5.

SUMMATION

It might be reasonable to expect a dramatic increase in computer availability in the near future. This hardly needs justification. Typewriters will probably continue their apparent decline as indicated by these surveys. This might be due to two major factors, an increase of computer components in the schools, and the fact that typewriters will become older and more obsolete as time goes on with new version replacements costing nearly what computers do.

It may be as easily said that xerographic copiers will continue on to dominate over spirit master and mimeo master duplication,

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especially since it appears that the latter two are showing downward trends so strongly.

It is possible that the overhead projector use will continue at it's high level or increase. Thermal transparency materials and film may increase with this added use of the overhead, at least one could expect them to continue as indicated over the past 12 years of the survey. Diazo may continue down as indicated thus far by this data. It may not be reasonable to expect teachers to willingly spend more time than they are at present in transparency production.

Reel-to-reel tape recorders will undoubtedly continue to fade as they have over this period. On the other hand, it might be understandable to see cassettes continue to increase in availability.

Video seems to be a rage at this time, and the rise of TV equipment indicated in this study, will probably continue for the near future at least. We will probably see video disks come into more predominance as that market becomes more competitive. The long life of the recordings will most likely be the strong influence there.

It is difficult determinung the direction of slides and filmstrips from this study, as there were some eratic ups and downs recorded by student teachers. These will probably continue about where they are for the short future, at any rate.

Individualization seems to be on the upswing and will probably continue in that manner.

ABOUT THE AUTHOR

Dr. Richard F. Gebhardt is a Professor of Instructional Technology in the College of Education at Washington State University in Pullman, Washington, U.S.A. He has been teaching the media courses for fifteen years at WSU. Prior to that time, he was Assistant Professor for the Department of Defense at the Information School located on Ft. Ben Harrison, Indiana. While there, he was the A-V Coordinator for the school.

Dr. Gebhardt, usually called "Geb", has been in advertising for about 30 years or so, doing commercial art as an advocation over the recent past. He has also written and illustrated two books, as well as several articles concerning classroom methodologies and media use.

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Figure 1 Production Materials - Software
Survey results for 1971, 1976, 1981, 1983

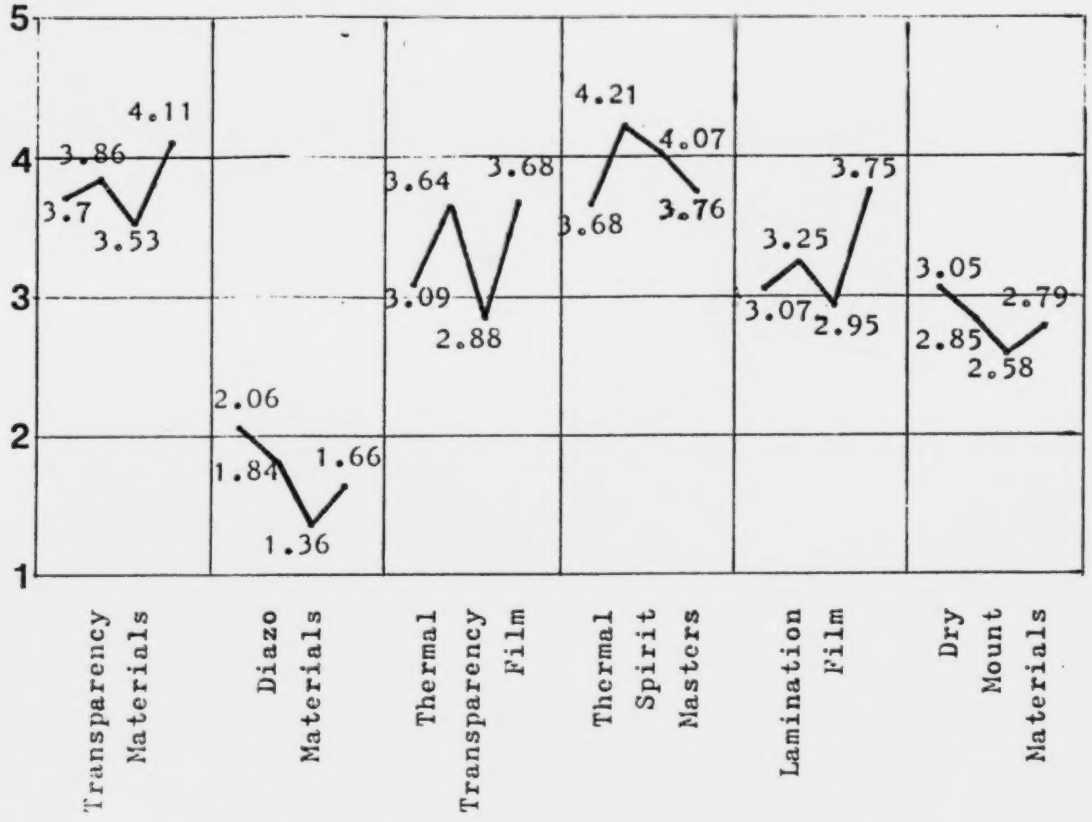

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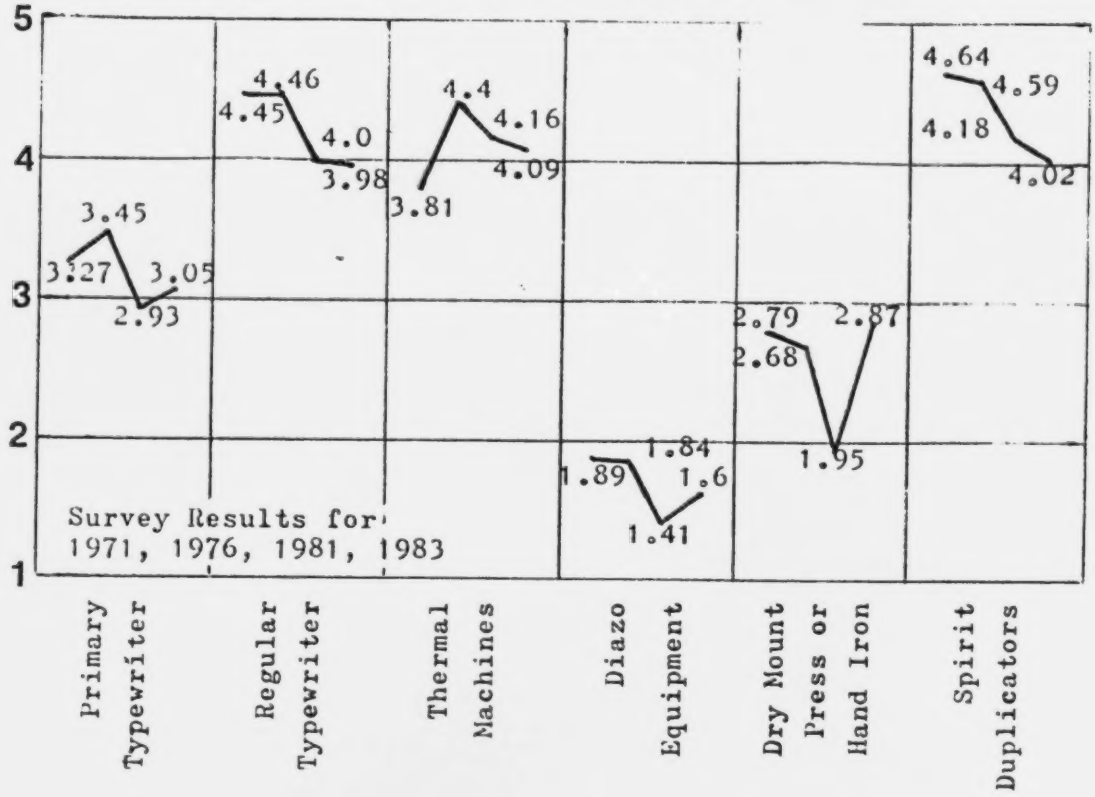
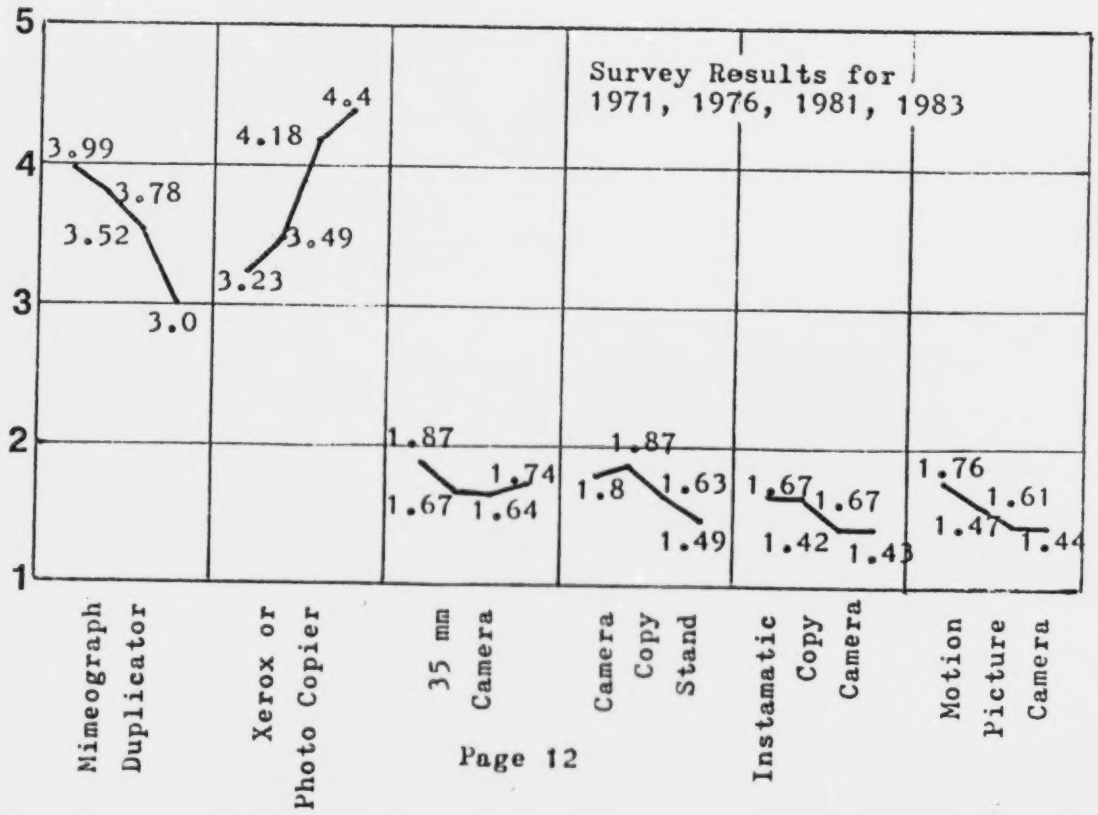
Figure 2 Production Materials - Hardware





Page 12

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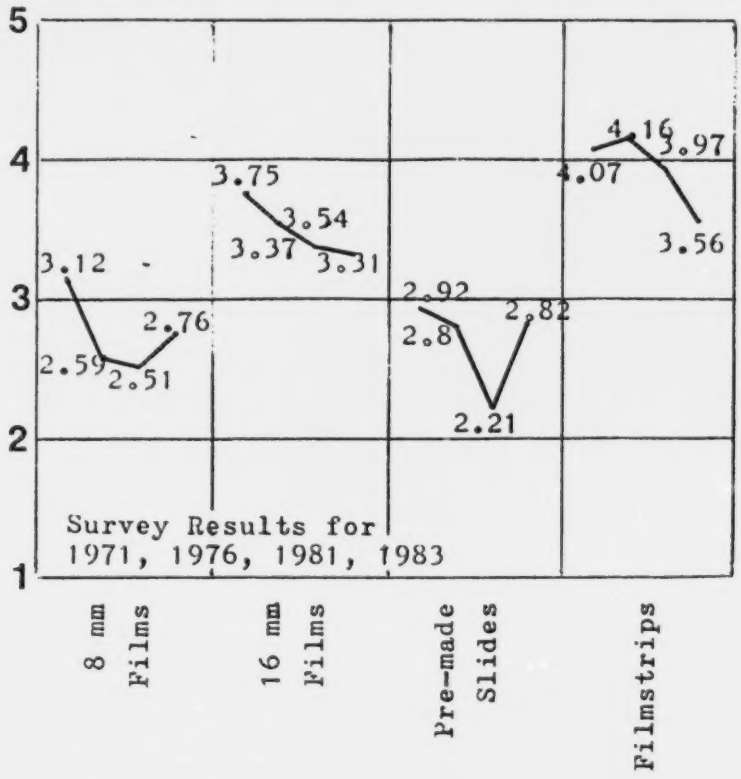
Figure 3 Presentation Materials - Software



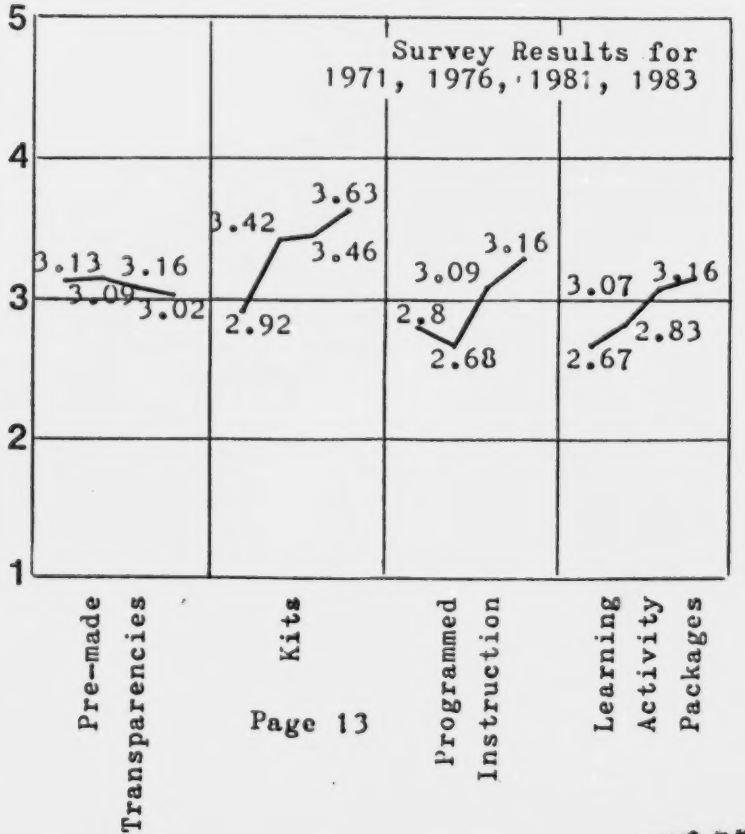


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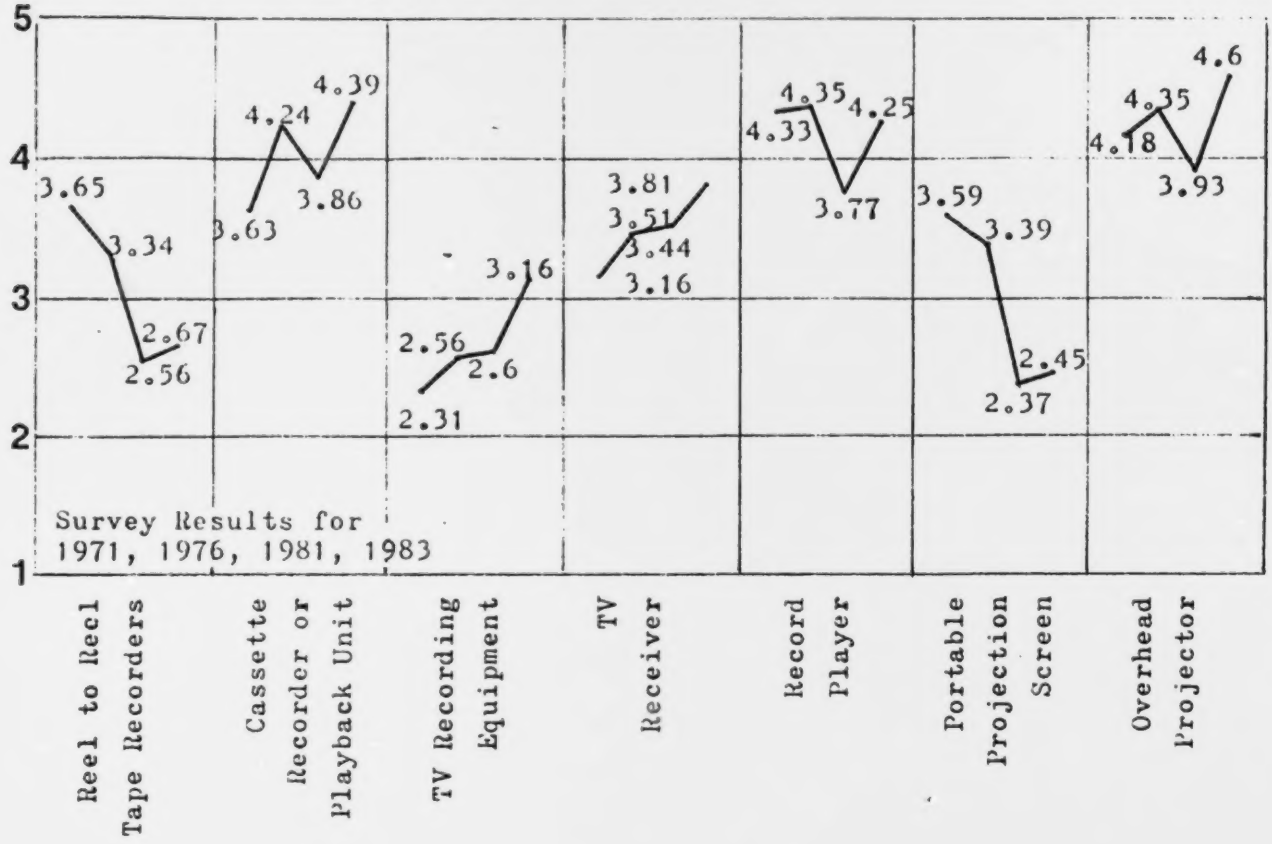
Figure 4 Presentation Materials - Hardware



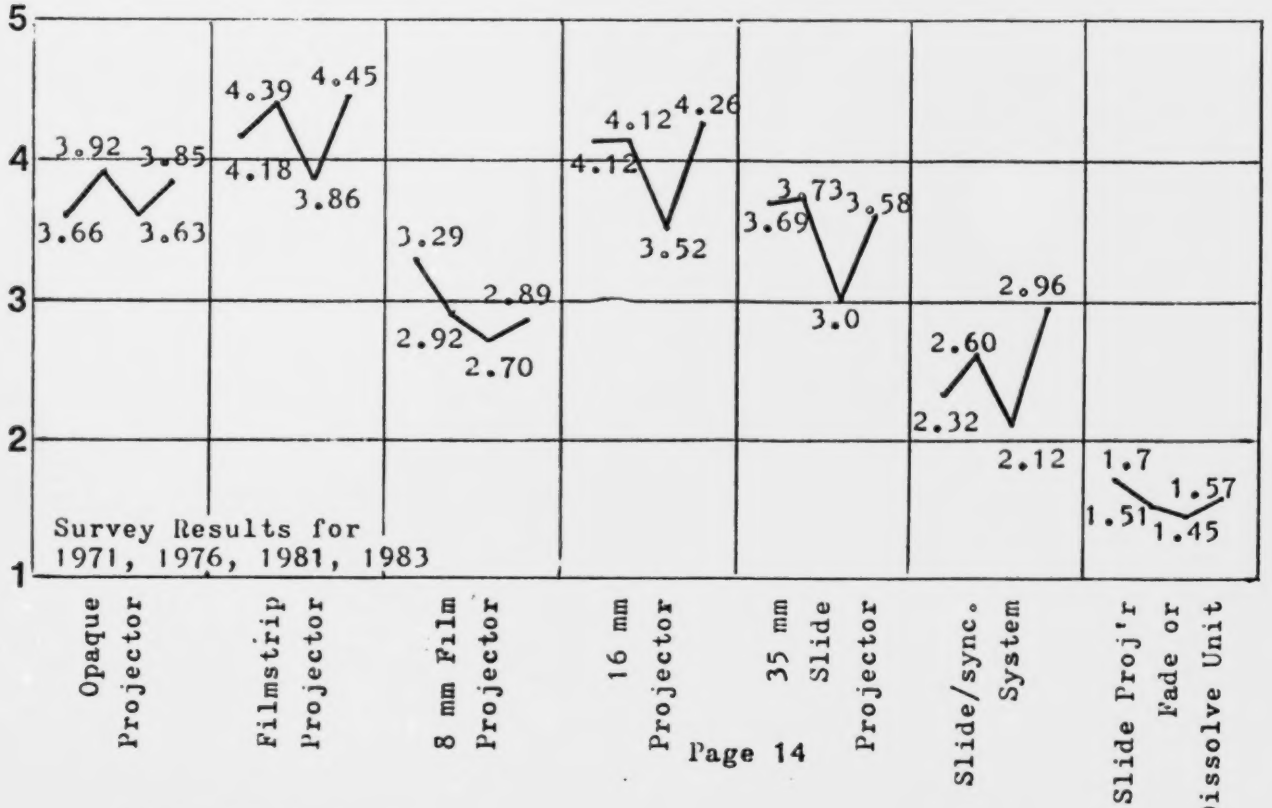


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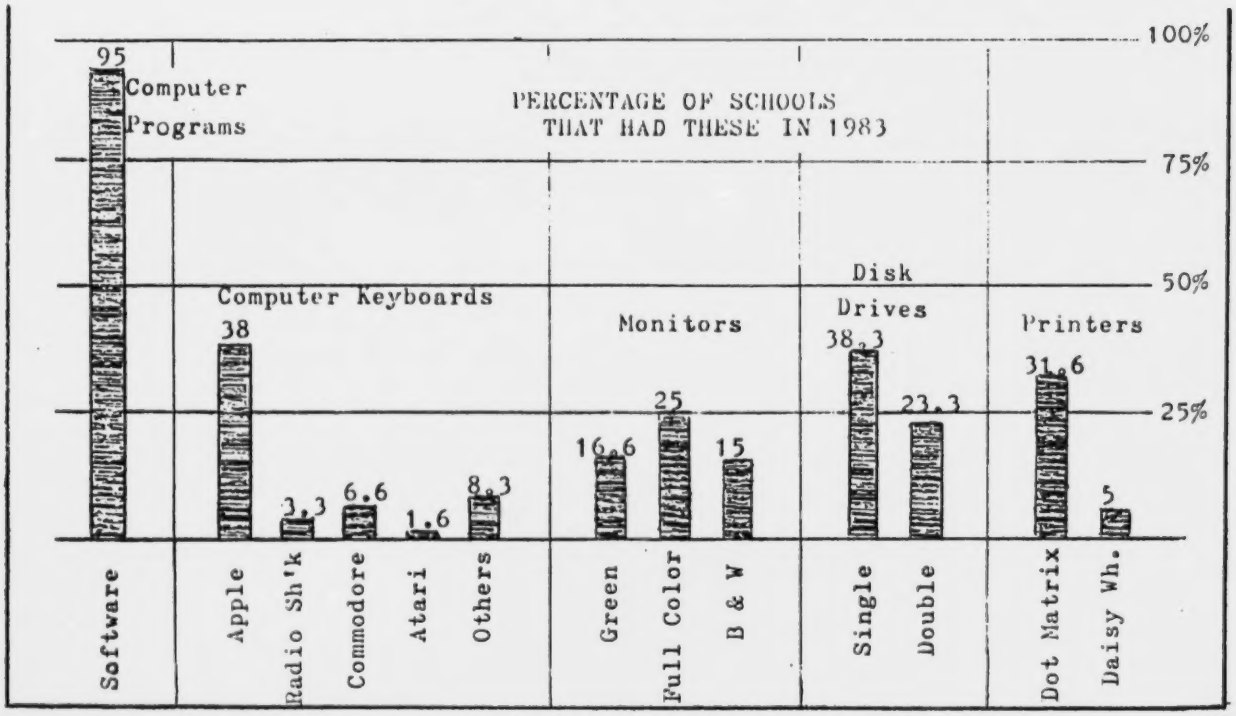
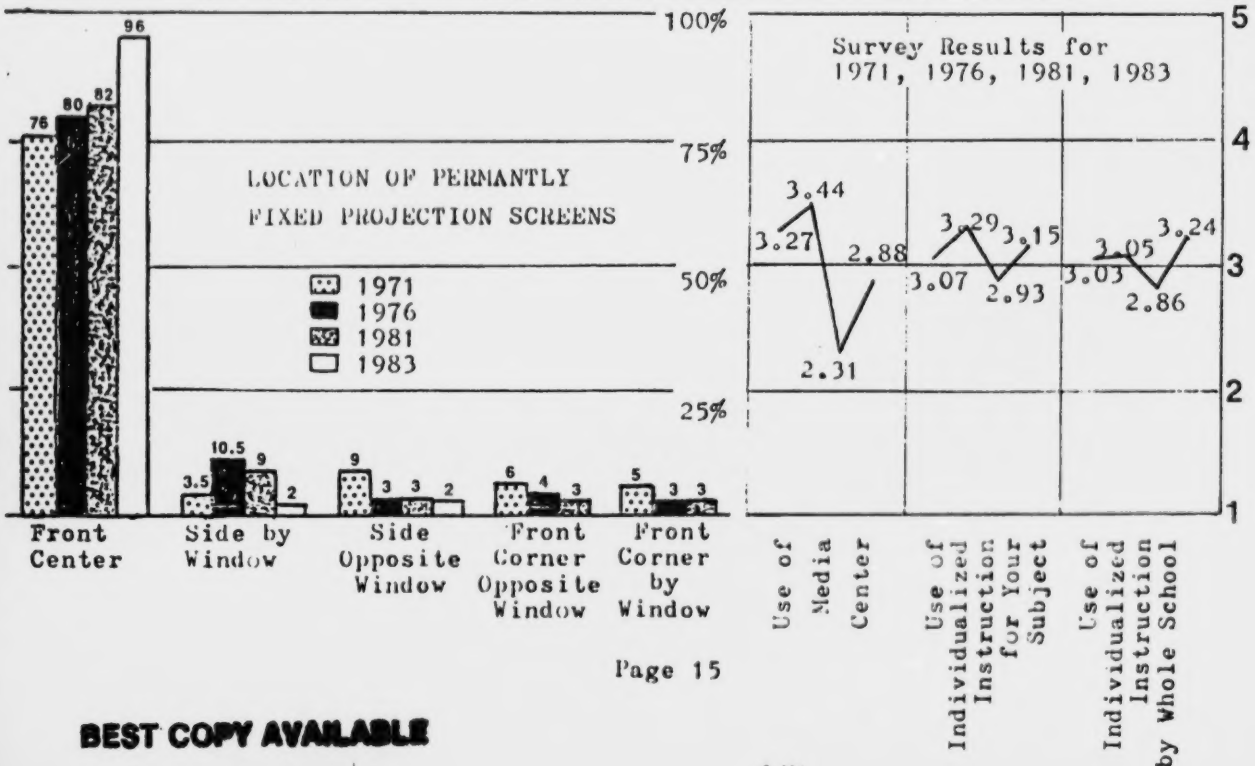
Figure 5 Miscellaneous





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Appendix

September, 1983

Dear Student Teacher:

We are in need of some information from you and ask for your assistance in answering the attached media questionnaire.

Hopefully, this questionnaire can do four things for you and others.

1. It will provide you with a checklist to help you find out what is available while you are student teaching.
2. It will provide information to other students in Cleveland Hall to help them decide on media they can produce for student teaching.
3. It will provide information on trends - a comparison will be made with the last survey made 5 years ago.
4. It will inform your Supervisors of the media available to student teachers so they do not expect more from you than should be expected.

You might obtain the needed information for the questionnaire from your learning resource person, the librarian and/or your master teacher. Please answer all of the questions honestly as possible and return the questionnaire to your supervisor as soon as possible. Thank you for your help.

Sincerely,

Dr. Richard F. Gebhardt

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A-V Questionnaire

Please check the Student Teaching Center you were assigned to:

_____0. Ephrata-Moses Lake-Quincy
_____1. Olympia and area
_____2. Pasco-Kennewick
_____3. Pullman-Colfax
_____4. Richland
_____5. Spokane
_____6. Spokane Valley
_____7. Tacoma A
_____8. Tacoma B
_____9. Tacoma C

Please check the school district you were in:

_____ North Thurston
_____ Olympia
_____ Tumwater
_____ Kennewick
_____ Pasco
_____ Clarkston
_____ Colfax
_____ Colton
_____ Pullman
_____ Richland
_____ Spokane
_____ Central Valley
_____ East Valley
_____ West Valley
_____ Mead
_____ Auburn
_____ Federal Way
_____ Fife
_____ Franklin Pierce
_____ Payallop
_____ Sumner
_____ Tacoma
_____ University Place

Please mark the appropriate responses:

1. _____a. 18-20 years of age
_____b. 21-24 years of age
_____c. 25-29 years of age
_____d. 30-40 years of age
_____e. over 40 years of age

2. _____a. Female
_____b. Male

3. _____a. Married now or sometime earlier
_____b. Not yet married

4. _____a. Freshman
_____b. Sophomore
_____c. Junior
_____d. Senior
_____e. Post Graduate

5. _____a. Have had student teaching
_____b. Less than 1 year actual teaching experience
_____c. A little over 1 year teaching experience
_____d. 2-5 years experience
_____e. Over 5 years experience

6. _____a. Elementary Ed
_____b. Secondary Ed, Jr. High
_____c. Secondary Ed, Senior High
_____d. Jr. and Senior High Ed
_____e. Elementary and Secondary Ed

7. Elementary Majors
(mark only one of these)
_____a. Art Ed
_____b. P.E.
_____c. Child Development
_____d. Social Studies
_____e. Language Arts

8. _____a. Special Education
_____b. Music Education

9. Secondary Majors
(mark only one of these)
_____a. Art Ed.
_____b. P.E.
_____c. Home Economics
_____d. Social Studies
_____e. History

10. Continue from 9
_____a. Math
_____b. English
_____c. Foreign Language
_____d. Sciences
_____e. Business Ed

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Please mark the appropraite column	A NONE	B	C SOME	D	E GREAT
How much of the following were available where you student taught?					
11. Transparency materials (acetate, felt pens, grease pencils).					
12. Thermal spirit masters.					
13. Thermal transparency film.					
14. Diazo materials.					
15. Lamination film.					
16. Dry mount materials.					
17. 8 mm films.					
18. 16 mm films					
19. Pre-made slides.					
20. Filmstrips.					
21. Pre-made transparencies.					
22. Kits.					
23. Programmed Instruction.					
24. Learning Activity Packages					
How often were these types of equipment available to you during your student teaching?					
25. Computer programs (software).					
26. Primary typewriter					
27. Regular typewriter					
28. Thermal machines (like the Thermofax)					
29. Diazo equipment					
30. Spirit duplicators (like the ditto)					
31. Mimeograph duplicator					
32. Xerox or photo copier					

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	A NONE	B	C SOME	D	E GREAT
33. Dry mount press or hand iron					
34. Reel to reel tape recorders					
35. Cassette recorder or playback unit					
36. 16 mm projector					
37. 8 mm film projector					
38. 35 mm slide projector					
39. Slide/sync. system					
40. Opaque projector					
41. Overhead projector					
42. filmstrip projector					
43. Record player					
44. TV (receiver)					
45. TV (recording equipment)					
46. Camera Copy Stand					
47. Instamatic copy stand					
48. 35 mm camera					
49. Motion picture camera					
50. Portable projection screen					
51. Slide projector fade or dissolve unit (for 2 slide projectors)					

52. Computer keyboard
_____a. Apple
_____b. Radio Shack
_____c. Commodore
_____d. Atari
_____e. Other _____

53. Computer monitor
_____a. Green screen
_____b. Full color
_____c. Black and white

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54. Computer disk drives
_____a. single
_____b. double

55. Computer printer
_____a. dot matirx
_____b. daisy wheel

	A NONE	B	C SOME	D	E GREAT
56. If you had a media center, how much did you use it? (If you did not have one, leave this blank)					
57. How much was individualized instruction used for your subject (by your teacher or you.)					
58. How much was individualized instruction used by the school?					

Please check the appropriate response.

59. If your projection screen was a permanent fixture of your classroom, where was it located?
_____a. Front center of the classroom
_____b. Side by the windows
_____c. Side opposite the windows
_____d. Front corner opposite the windows
_____e. Front corner nearest the windows

60. Where did you gain most of your knowledge of A-V processes and methods?
_____a. High school
_____b. WSU Ed. Dept.
_____c. Student Teaching
_____d. ROTC
_____e. Other (write in)_____

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